



# *The Hebrew University of Jerusalem*

## *Syllabus*

### *Psychological basis of learning disabilities - 37999*

*Last update 05-11-2022*

*HU Credits: 2*

*Degree/Cycle: 2nd degree (Master)*

*Responsible Department: Education*

*Academic year: 0*

*Semester: 2nd Semester*

*Teaching Languages: Hebrew*

*Campus: Mt. Scopus*

*Course/Module Coordinator: Reuvena Shalhevet-Kaniel*

*Coordinator Email: [reuvena.shalhevet@mail.huji.ac.il](mailto:reuvena.shalhevet@mail.huji.ac.il)*

*Coordinator Office Hours: 12.00-12.30*

*Teaching Staff:*

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Ms. Reuvena KanielShalhevet

Course/Module description:

Definitions of Learning Disabilities and ADHD including current definitions  
Functions and skills that needed in order to acquire reading, writing and mathematics

Emotional and executive functions in learning. How LD or disfunctions in the emotional functions disturb learning the basic skills

Computerized and other tests for ADHD for children

Tests for reading and writing (in Hebrew)

Influence of LD and ADHD on the emotional and social functioning of children  
psychological and educational assessment of LD and ADHD in integrative perspective

Interventions with LD and ADHD

Issues of LD and ADHD in the Israeli educational system

Course/Module aims:

Differentiating between children with LD compared with children with other learning difficulties.

Methods and approaches to assessment and interventions of LD or ADHD in children.

Differential diagnosis between LD or ADHD and difficulties in learning caused by emotiona, bad ways of teaching etc.)

Learning outcomes - On successful completion of this module, students should be able to:

Assessment of children with learning problems that caused by Learning Disabilities or ADD

with reference to kindergarten

Explaining the outcomes to parents, to teachers and to the children

Recommending ways of interventions

Attendance requirements(%):

100

Teaching arrangement and method of instruction: lecture  
discussion  
practice

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### Course/Module Content:

1. Definitions of Learning Disabilities including current definitions
2. Cognitive and other functions that needed in order to acquire reading and writing
3. Emotional functions in learning. How LD or disfunctions in the emotional f. disturb learning the basic skills
4. computerized and other tests for ADHD for children
5. Tests for reading and writing (in Hebrew)
- LD in arithmetic and diagnostic tools
6. Influence of LD and ADHD on the emotional and social functioning of children
7. Psychological and educational assessment of LD and ADHD in integrative perspective
8. Interventions with LD and ADHD
9. Issues of LD and ADHD in the Israeli educational system

### Required Reading:

#### *Diagnostic tools:*

Flanagan D.P., Ortiz S.O. & Alfonso V.C., (2007). *Essentials of Cross-Battery Assessment*- \*

2nd ed Wiley, 2007 Ch. 4: *Use of the Cross-Battery Approach in Specific Learning Disability Evaluation*.

Kave, G., Knafo, A., & Gilboa, A. (2010). The Rise and Fall of Word Retrieval Across the Lifespan Psychology and Aging. *Psychology and Ageing*, 25, 719-724. Doi: 10.1037/a0018927

Vakil, E., Blachstein, H., & Sheinman, M. (1998). Rey AVLT: Developmental norms for children and the sensitivity of different memory measures to age. *Child Neuropsychology*, 4(3), 161-177.

Vakil, E., Blachstein, H., Sheinman, M., & Greenstein, Y. (2008). Developmental changes in attention tests norms: Implications for the structure of attention. *Child Neuropsychology*, 15(1), 21-39.

Vakil, E., Greenstein, Y., & Blachstein, H. (2010). Normative data for composite scores for children and adults derived from the Rey Auditory Verbal Learning Test. *The Clinical Neuropsychologist*, 24(4), 662-677.

### Additional Reading Material:

Berger Itai & Goldzweig Gil (2010). Objective measures of Attention-Deficit/Hyperactivity Disorder: A Pilot Study. *Isr Med Assoc J.*, Vol. 12 Sep;12(9):531-5.

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DSM 5 (2013). American Psychiatric Association: *Diagnostic and Statistical Manual of Mental disorders, Fifth Edition*. Arlington, VA, American Psychiatric Association

Evans, J.J., Floyd, R.G., McGrew, K.S., LeForgee, M.H. (2001). The Relations between measures of Cattell-Horn-Carroll Cognitive Abilities and reading achievement during childhood and adolescence. *School Psychology Review*, 31, No.2, pp.246-262.

Meyers, J., & Meyers, K. (1995). Rey Complex Figure Test under four different administration procedures. *Clinical Neuropsychologist*, 9, 63-67. doi: 10.1080/13854049508402059

Niileksels, C. R. PhD1 & Reynolds, M. R. PhD1 (2012). Global, broad, or specific cognitive differences? Using a MIMIC Model to examine differences in CHC Abilities in children with Learning Disabilities. *Journal of Learning Disabilities*, XX (1-13)

Norton, E. S., & Wolf, M. (2012). Rapid Automatized Naming (RAN) and reading fluency: Implications for understanding and treatment of reading disabilities. *Annual Review of Psychology*, 63, 427-452. doi: 10.1146/annurev-psych-120710-100431

Pasini, A., Paloscia, C., Alessandrelli, R., Porfirio, M.C., & Curatolo, P.(2007). Attention and executive functions profile in drug naive ADHD subtypes. *Brain and Development*, 29(7), 400-408. 10.1037/0894-4105.9.3.378

ADHD

Al-Yagon, M., Forte, D., & Avrahami, L. (2017). Executive functions and attachment relationships in children with ADHD: Links to externalizing/internalizing problems, social skills, and negative mood regulation. *Journal of attention disorders*, .1087054717730608

Becker, S. P., Langberg, J. M., & Evans, S. W. (2015). Sleep problems predict comorbid externalizing behaviors and depression in young adolescents with attention deficit/hyperactivity disorder. *European child & adolescent psychiatry*, 24(8), 897-907.

Cherkasova, M. V., Roy, A., Molina, B. S., Scott, G., Weiss, G., Barkley, R. A., ... & Hechtman, L. (2021). Adult outcome as seen through controlled prospective Follow-up studies of children with Attention-Deficit/Hyperactivity disorder followed into adulthood. *Journal of the American Academy of Child & Adolescent Psychiatry*.

term-Long .(2016) .P ,Hodgkins & ,J ,Kahle .,P J ,Raynaud ,.L ,Mazzone ,.V ,Harpin outcomes of ADHD: a systematic review of self-esteem and social function. *Journal of attention disorders*, 20(4), 295-305.

Heiman, T., Olenik-Shemesh, D., & Eden, S. (2015). Cyberbullying involvement among students with ADHD: Relation to loneliness, self-efficacy and social support. *European Journal of Special Needs Education*, 30(1), 15-29

Humphreys, K. L., Galán, C. A., Tottenham, N., & Lee, S. S. (2016). Impaired social decision-making mediates the association between ADHD and social problems. *Journal of abnormal child psychology* 44 (5), 1023-1032

Kats-Gold,I&Priel, B.(2009). Emotion, understanding and social skills among boys at risk of attention deficit hyperactivity disorder. *Psychology in the Schools*, 46 (7) 658-678

Lugo-Candelas, C., Flegenheimer, C., McDermott, J. M., & Harvey, E. (2016). Emotional Understanding, Reactivity, and Regulation in Young Children with ADHD Symptoms. *Journal of Abnormal Child Psychology*, 1-14.

Martin, A. J., Cumming, T. M., O'Neill, S. C., & Strnadová, I. (2017). Social and

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emotional competence and at-risk children's well-being: The roles of personal and interpersonal agency for children with ADHD, emotional and behavioral disorder, learning disability, and developmental disability. In *Social and Emotional Learning in Australia and the Asia-Pacific* (pp. 123-145). Springer, Singapore

Rogers, M. A., Wiener, J., Marton, I & Tannock, R. (2009). Parental involvement in children's learning: Comparing parents of children with and without attention-deficit / hyperactivity disorder (ADHD). *Journal of School Psychology* 47, 167-185.

Rosen, P. J., Walerius, D. M., Fogleman, N. D., & Factor, P. I. (2015). The association of emotional lability and emotional and behavioural difficulties among children with and without ADHD. *ADHD Attention Deficit and Hyperactivity Disorders* 7(4), 281-294.

Sciberras, E. Ohan, J. and Anderson, V. (2012). Bullying and Peer Victimization in Adolescent Girls with Attention -Deficit Hyperactivity Disorder. *Child Psychiatry Hum Dev* 43:254-270

Sjöwall, D., Roth, L., Lindqvist, S., & Thorell, L. B. (2013). Multiple deficits in ADHD: Executive dysfunction, delay aversion, reaction time variability, and emotional deficits. *Journal of Child Psychology and Psychiatry*, 54(6), 619-627.

Sobanski, E., Banaschewski, T., Asherson, P., Buitelaar, J., Chen, W., Franke, B. & Stringaris, A. (2010). Emotional lability in children and adolescents with attention deficit/hyperactivity disorder (ADHD): clinical correlates and familial prevalence. *Journal of Child Psychology and Psychiatry*, 51(8), 915-923.

Stern, A., Agnew-Blais, J. C., Danese, A., Fisher, H. L., Matthews, T., Polanczyk, G. V., ... & Arseneault, L. (2020). Associations between ADHD and emotional problems from childhood to young adulthood: a longitudinal genetically sensitive study. *Journal of Child Psychology and Psychiatry*, 61(11), 1234-1242.

Wehmeier, P. M., Schacht, A., & Barkley, R. A. (2010). Social and emotional impairment in children and adolescents with ADHD and the impact on quality of life. *Journal of Adolescent Health*, 46(3), 209-217.

Wheeler Maedgen, J., & Carlson, C. L. (2000). Social functioning and emotional regulation in the attention deficit hyperactivity disorder subtypes. *Journal of clinical child psychology*, 29(1), 30-42

Yen, C. F., Chou, W. J., Liu, T. L., Yang, P., & Hu, H. F. (2014). The association of Internet addiction symptoms with anxiety, depression and self-esteem among adolescents with attention-deficit/hyperactivity disorder. *Comprehensive Psychiatry*, 55(7), 1601-1608.

**Learning Disabilities**

Al-Yagon, M. (2011): Fathers' coping resources and children's socioemotional adjustment among children with learning disabilities. *Journal of Learning Disabilities*, 44(6), 491 -507. Doi: 10.1177/1087054710378582

Alnaim, F. (2016). History of Learning Disabilities: Reflection on the Development of the Concept and Assessment. *Global Journal Of Human-Social Science Research*, \_\_\_\_\_.

Aro, T., Eklund, K., Eloranta, A. K., Ahonen, T., & Rescorla, L. (2021). Learning Disabilities Elevate Children's Risk for Behavioral-Emotional Problems: Differences Between LD Types, Genders, and Contexts. *Journal of Learning Disabilities*, \_\_\_\_\_.

Bakhshani, N. M., Tafreshi, R., & Lotfinia, S. (2022). Effectiveness of social skills

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- training on social anxiety disorder in students with learning disabilities. *Iranian Journal of Psychiatry and Behavioral Sciences*, 16(1).
- Banales, E., Kahnen, S. & McArthur, G. (2015). Can verbal working memory training improve reading? *Cognitive Neuropsychology* 32, 3-4, 104-132
- Baumeister A. L., & Geffken G. R (2008). Peer Victimization in Children with Learning disabilities. *Child And Adolescent Social Work Journal*, 25, (1), 11-23.
- Bauminger, N. & Kimhi-Kind, I. (2008). Social information processing, security of attachment and emotion regulation in children with learning disabilities. *Journal of Learning Disabilities* 41, 315
- Berninger, V. W. (2009). Highlights of programmatic, interdisciplinary research on writing. *Learning Disabilities Research & Practice* 24 (2), 69-80
- Bloom, E. and Heath, N. (2010). Recognition, Expression and understanding facial expressions of emotion in adolescents with nonverbal and general learning disabilities. *Journal of Learning Disabilities*. 43(2) 180-192.
- Bonifacci, P., Storti, M., Tobia, V., & Suardi, A. (2015). Specific learning disorders a look inside children's and parents' psychological well-being and relationships. *Journal of learning disabilities*, 0022219414566681
- Brimo, K., Dinkler, L., Gillberg, C., Lichtenstein, P., Lundström, S., & Åsberg Johnels, J. (2021). The co-occurrence of neurodevelopmental problems in dyslexia. *Dyslexia*, 27(3), 277-293.
- Çelebi, F., & Ünal, D. (2020). Self esteem and clinical features in a clinical sample of children with ADHD and social anxiety disorder. *Nordic Journal of Psychiatry*, 1-6.
- Conti-Ramsden, G., Mok, P. L., Pickles, A., & Durkin, K. (2013). Adolescents with a history of specific language impairment (SLI): Strengths and difficulties in social, emotional and behavioral functioning. *Research in developmental disabilities*, 34(11), 4161-4169.
- David, H. (2017). A Double Label: Learning Disabilities and Emotional Problems among Gifted Children. *International Letters of Social and Humanistic Sciences*, 75, .22-31
- Elias, M. J. (2004). The connection between social-emotional learning and learning disability: Implications for intervention. *Learning Disabilities Quarterly*, 27, 53-63
- Estell D.B, Jones M.H, Pearl R., Van Acker R., Farmer T.W. & Rodkin P.H. (2008). Peer groups, popularity, and social preference: trajectories of social functioning among students with and without learning disabilities. *Journal of Learning Disabilities*, 41, 411-420.
- Finzi-Dotan, R., Dekel, R., Lavi, T. & Su'ali, T. (2006). Post-traumatic stress disorder reaction among children with learning disabilities exposed to terror attacks. *Comprehensive Psychiatry*, 47, 144-151
- Francis, D. A., Caruana, N., Hudson, J. L., & McArthur, G. M. (2019). The association between poor reading and internalising problems: a systematic review and meta-analysis. *Clinical Psychology Review*, 67, 45-60
- Gallegos, J., Langley, A., & Villegas, D. (2012). Anxiety, depression, and coping skills among Mexican school children: a comparison of students with and without learning disabilities. *Learning Disability Quarterly*, 35(1), 54-61.
- Galway, T. M., & Metsala, J. L. (2011). Social cognition and Its relation to

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psychosocial adjustment in children with Nonverbal Learning Disabilities. *Journal of Learning Disabilities*. 44, 33-49.

Hachmann, W. M., Bogaerts, L., Szmalec, A., Woumans, E., Duyck, W., & Job, R. (2014). Short-term memory for order but not for item information is impaired in developmental dyslexia. *Annals of dyslexia*, 64(2), 121-136.

Hutchins, T. L., Patterson, F. & Beauchemin, J. (2008). Mindfulness meditation may lessen anxiety, promote social skills and improve academic performance among adolescents with learning disabilities. *Journal of Evidence-Based Complementary & Alternative Medicine* 13, 134-145

Kiuru N., Haverinen K., Salmela-Aro K., Nurmi J., Savolainen H. & Holopainen L. (2011). Students with reading and spelling disabilities: Peer groups and educational attainment in secondary education. *Journal of Learning Disabilities*, published online 20 January 2011

Leitão, S., Dzidic, P., Claessen, M., Gordon, J., Howard, K., Nayton, M., & Boyes, M. E. (2017). Exploring the impact of living with dyslexia: The perspectives of children and their parents. *International journal of speech-language pathology*, 19(3), 322-334.

Maag, J. W. & Reid, R. (2006). Depression among students with learning disabilities: Assessing the risk. *Journal of Learning Disabilities*, 39, 3-10

Mammarella, I. C., Ghisi, M., Bomba, M., Bottesi, G., Caviola, S., Broggi, F., & Nacinovich, R. (2016). Anxiety and depression in children with nonverbal learning disabilities, reading disabilities, or typical development. *Journal of learning disabilities*, 49(2), 130-139.

Margalit Malka (1998). Loneliness and coherence among preschool children with learning disabilities. *Journal of Learning Disabilities*, 31, 2, 173-180

McNamara, J.K. & Willoughby, T. (2010). A longitudinal study of risk-taking behavior in adolescents with learning disabilities. *Learning Disabilities Research & Practice*, 25(1), 11-24

Moll, K., Göbel, S. M., Gooch, D., Landerl, K., & Snowling, M. J. (2016). Cognitive risk factors for specific learning disorder: processing speed, temporal processing, and working memory. *Journal of learning disabilities*, 49(3), 272-281.

Nelson, J.M. and Harwood, H. (2011). Learning Disabilities and Anxiety: A Meta-Analysis. *Journal of Learning Disabilities*. 44 (1) 3-17

Novita, S. (2016). Secondary symptoms of dyslexia: a comparison of self-esteem and anxiety profiles of children with and without dyslexia. *European Journal of Special Needs Education*, 31(2), 279-288.

Passolunghi, M. C. (2011): Cognitive and emotional factors in children with mathematical learning disabilities. *International Journal of Disability, Development and Education*, 58, 61-73. doi: 10.1080/1034912X.2011.547351

Powell, V., Riglin, L., Hammerton, G., Eyre, O., Martin, J., Anney, R., ... & Rice, F. (2020). What explains the link between childhood ADHD and adolescent depression? Investigating the role of peer relationships and academic attainment. *European Child & Adolescent Psychiatry*, 1-11

Schuchardt, K., Maehler, C., & Hasselhorn, M. (2008). Working memory deficits in children with specific learning disorders. *Journal of Learning Disabilities*, 41, 514-523

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Sharabi, A. & Margalit, M. (2011): Virtual friendships and social distress among adolescents with and without learning disabilities: the subtyping approach, *European Journal of Special Needs Education*, 26:3, 379-394.

Sideridis, G. D. (2007). Why are students with learning disabilities depressed? A goal orientation model of depression vulnerability. *Journal of Learning Disabilities*, 40, 526 -539

Singer, E. (2005). The strategies adopted by Dutch children with dyslexia to maintain their self-esteem when teased at school. *Journal of Learning Disabilities*, 38 ,411-423.

Testa, R., Pantelis, C & Fontenelle, L.F. (2011). Hoarding behaviors in children with learning disabilities. *Journal of Learning Disabilities*, 26 (5), 574-579d

Whitaker Sena, J., Lowe, P. & Lee, S. (2007). Significant predictors of test anxiety among students with and without learning disabilities. *Journal of Learning Disabilities*, 40, 360-376. DOI: 10.1177/00222194070400040601

Wiener, J., & Schneider, B. H. (2002). A multisource exploration of the friendship patterns of children with and without learning disabilities. *Journal of Abnormal Child Psychology* 30, 127-141.

Course/Module evaluation:

End of year written/oral examination 0 %  
Presentation 0 %  
Participation in Tutorials 0 %  
Project work 75 %  
Assignments 25 %  
Reports 0 %  
Research project 0 %  
Quizzes 0 %  
Other 0 %

Additional information:

I'll record everything